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ABSTRACT

The residential outdoor education project described in this report serves as the vehicle for advancement of a new concept in the administrative organization of a school district. It is proposed that the elementary administrator's role be expanded to a districtwide orientation in the area of curriculum management and coordination. That is, each principal assumes a specific curricular responsibility and coordinates efforts on a districtwide basis. (Author)

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MAXI II

PRACTICUM REPORT

MANAGEMENT AND COORDINATION OF A RESIDENTIAL OUTDOOR EDUCATION PROGRAM (A NEW MODEL FOR THE ROLE OF ELEMENTARY PRINCIPALS)

BY JOSEPH ZAVARELLA

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

NEW ROCHELLE CLUSTER
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FEBRUARY 15, 1976

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MANAGEMENT AND COORDINATION OF A RESIDENTIAL OUTDOOR EDUCATION PROGRAM

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ABSTRACT

The residential outdoor education project described in this report serves as the vehicle for advancement of a new concept in the administrative organization of a school district. Specific emphasis is placed on the role of the elementary school principal. It is proposed that the elementary administrator's role be expanded to a district wide orientation in the area of curriculum management and coordination. That is, each principal assumes a specific curricular responsibility and coordinates efforts on a district wide basis.

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To Mr. William R. Brett, fifth grade teacher at the Furnace Woods Elementary School, my deepest appreciation for his efforts in the development of the original proposal for a residential outdoor education project for his class. To my fellow administrators in the Hendrick Hudson Central School District, my gratitude for their cooperation in this practicum effort. Thanks to members of the New Rochelle Cluster for their gentle persuasion in getting me to complete this practicum. Finally, many thanks to Mr. M.H. Tennis whose thoughtful reviews of materials I've sent to Nova have been of enormous help to me.

Joseph Zavarella

FOREWORD

The elementary school principalship, like most roles in education, and particularly in New York State, is destined to change. With the emergence of enlightened and aggressive communities, and the advent of unionization with its built-in power structure, the principal can no longer call himself the undisputed leader in his school. Over the years, prerogatives for making major program decisions have been drawn away from the elementary principal and his staff and have become a part of the daily routine in the central offices of the school districts. Teachers who hold responsible positions in the union structure, and whose professional duties take them into more than one school in the district, seem to carry more sway than the elementary school principals whose duties chain them to one building serving a single corner of the district.

The neighborhood characteristic of the elementary school, still highly regarded in most communities, has now placed the principal in the uncomfortable position of having to contradict and compromise the ideals of autonomous action. He must now, for practical reasons of survival, broaden his view of the principal's role to encompass a district wide orientation. That is, the principal and his staff functioning in one of the several elementary schools in a district need to have a "Gestalt", or big picture approach to program development and implementation.

For example, four elementary schools feeding youngsters into a common middle or junior high school cannot be completely independent of one another's efforts in program development because of the chaos this would cause at the next organizational level. Imagine what might happen if the

four groups of fifth graders entering a middle school sixth grade have had no common background in such basic areas as math (modern or traditional) or reading, (phonics or whole word approach). The middle school staff's efforts would be confused and confounded not by a variety of learning abilities held by the kids, which would exist in any case, but rather they are faced with the problem of a different fundamental training background in each of the elementary schools.

There are probably a dozen ways to solve this problem. Among them is the solution used in many districts of having a district director of elementary education. This solution is no doubt advisable for huge districts under one central administrative structure. However, for the vast numbers of smaller districts containing six or less elementary schools the district administrator is not necessary if the principals would adopt in their respective roles a district-wide orientation.

In addition to the practical reasons described above for the elementary principal to reassess his role, there is a very strong philosophical one to be considered. Centralization of services is the dynamic movement which has spawned in New York State, the development of Boards of Cooperative Educational Services (B.O.C.E.S., pronounced bowseas). The movement has created mounds of conjecture on the possibilities of regional and even statewide teacher contract negotiations to which one might respond with visions of U.F.T. President, Albert Shanker, sitting across the bargaining table facing Commissioner Ewald Nyquist. It is easy to imagine how the people sitting at this table could bring the entire educational system of the State to a halt over a failure to compromise on specific negotiable items. In the face of this kind of discussion and thinking whose scope encompasses hundreds of thousands, perhaps millions of school children, of what significance is a school board and

its staff of administrators, much less a principal in his school of 300 youngsters?

Although this movement might take a decade or so to achieve its ultimate height it seems reasonable to assume that skirmishes and power struggles will ensue at the local school district level. This, of course, involves administrators who would enjoin local union leaders in a futile attempt to save their management prerogatives from being completely negotiated away at the bargaining table. However, this sort of combat will probably be inconsequential while the movement continues on its quiet, but revolutionary trek toward control at the upper echelons of the state's educational system. Those who would truly want power, then, need to aspire to the higher positions at regional and state levels while the lesser title holders have the chore of educating youngsters and giving the people what they want in terms of services.

In the midst of all this activity the elementary principal must not confuse his school's autonomy with boundaries restricting his movement as an administrator. The modern building administrator who still considers himself the "principal teacher" is oblivious of all that has happened around him. He must realistically appraise his position relative to other dynamic forces in the industry and chart a course which is in harmony with the movement of such forces. Failure to do so could easily result in the abolishment of his position by the very forces he chooses to ignore or openly combat.

This paper does not offer a panacea, but it does suggest a realistic and simple approach to a broadening of the elementary principal's role. It may suggest a whole new world of involvement for some and create a movement toward a complete overhaul of the administrative function in a school district. A whole new class of administrators could conceivably emerge wherein all have

a district orientation with specific building responsibilities.

As the reader goes through the material on residential outdoor education (R.O.E.) it would be wise to consider that the R.O.E. project is merely the vehicle by which the principal seeks to broaden the scope of his role. By example and practice he seeks to show the way for his colleagues to follow.

INTRODUCTION

The New York State syllabus for the fifth grade social studies program focuses on early American history; the periods of colonization, revolutionary war, and the development of constitutional government. Accordingly, the school's program is centered around the State's suggested curriculum. In addition to this focus on early American history we place heavy emphasis, in our science and health programs, on the development of fundamental concepts in ecology, geology, archaeology, astronomy and environmental education. The intent of a residential outdoor education (R.O.E.) program is to bring the students and teachers to a setting where the early American history comes alive through activities and the science is done in its most appropriate classroom - the outdoors. A well-planned R.O.E. program is a marriage of the above and more, in an integrated, interdisciplinary approach.

Much to our surprise we found a setting which would do what is described above. In 1971 three teachers and 65 youngsters went for one week to the Ashokan campus in the Catskills of New York State. Ashokan is a reconstructed settlement, circa 1800, which includes a print shop, a blacksmith shop, a pewtering forge, a tinsmith shop, a broom-making shop, a farm with pigs, sheep, horses and fowl. A program staffed by specialists in environmental education includes a frontier settlement where a family actually lives in a cabin they constructed and farms a field they cleared. Our youngsters, divided into small groups of six or eight, spent the week forging fireplace pokers, feeding farm animals and gathering maple syrup they would enjoy on their pancakes at breakfast on the last day. In addition, they would go on geology hikes identifying the effects of glaciers in that area, forest ecology where they found the frozen water in a stream to be teeming with life, and

artifacts dug from the old cabin foundations which abound in the area. At night they would scan the skies for constellations and while sitting in front of a mammoth stone fireplace with its crackling fire, they'd listen to speakers on subjects pertinent to folklore and animals indigenous to the Catskill region. In short, the Ashokan program does all that a well-planned, interdisciplinary approach should do.

PROBLEM

The Ashokan project became the symbol of the fine program offered at the Furnace Woods Elementary School. However, Furnace Woods is only one of four elementary schools in the district and the fact that its students were the only ones going to Ashokan became an issue on the grounds of equal educational opportunity. The Furnace Woods community is comprised of middle to high middle income families. Hence, the $4,000.00 price tag for sending a group of Furnace Woods kids to Ashokan for a week is well within the means of parents to pay.

The school board, on the other hand, saw this project's popularity increasing among the parents of children attending the other schools. This would provide yet another incursion upon its budget. That is, if the other schools were to go they would require substantial budget support because of the lesser ability of those parents to pay for the project.

Meanwhile the other schools' staffs were not unanimous in their acceptance of residential outdoor education as a viable concept. That is, our school district is proud of the autonomy enjoyed by each of its elementary schools. One of the strengths of the district, it has been stated, is the fact that each school has the flexibility to develop its own program consistent with the needs of the community it serves. In fact, this very statement was used to dissuade elements of those staffs from generating any interest in

the Ashokan project among the parents. However, the educational opportunities argument became overwhelmingly persuasive and the Furnace Woods staff was told that all schools would go to Ashokan, or none would go.

The impact of this was devastating to the Furnace Woods principal and the fifth grade staff. The community would never accept this rationale for depriving their youngsters of an excellent experience. On the other hand, the Furnace Woods staff knew because each school is autonomous that any efforts by an outside force, particularly another principal, would be viewed as an encroachment and met with hostility.

The alternatives available were: 1) To do nothing and see what happens in the other schools. 2) Disregard the directive not to go and risk insubordination charges. 3) Mount an effort to persuade the other principals and staffs of the three schools to join Furnace Woods in a residential outdoor education program.

Obviously, the only viable alternative is option three. Hence, the problem specifically defined is that I had to influence the other building principals to adopt the program for their respective schools, and to seek a reasonable funding arrangement so that the project could be brought within reach of the whole community.

SOLUTION TO PROBLEM

1. Financial Arrangements

Since the cost for each of the three weeks needed for this project exceeds $4,000.00, influencing the other principals would be contingent, more or less, on the development of a financial arrangement wherein each child's parents' contribution is made as small as possible. This means that the per child cost of $67.00 had to be brought down to a more reasonable sum

of not more than $35.00 which was an arbitrarily arrived at figure. This left $32.00 per child to be raised from sources other than from parents. This required an analysis of all the sources available for funding and it had to be done quickly.

Local, regional (county) and state sources were looked into with the following result. State aid for environmental education is distributed to the various schools through an agency called Board of Cooperative Educational Services (B.O.C.E.S.). This agency provides centralized services for school districts within its jurisdiction. Among the many services provided are a professional library and teacher center, a film library, an A.V. equipment repair service, and much more. In addition, B.O.C.E.S. provides a number of special education programs for children K-12 experiencing a wide range of problems from mental retardation to emotionally disturbed, to occupational education. Included in this impressive array of educational services is a thing called "Administrative Services." One of these administrative services is carried out in an office entitled "Environmental Education." I, in some measure, was responsible for the creation of this service in our B.O.C.E.S.

The Nassau County B.O.C.E.S., under one man's direction, had developed an exclusively theirs program at Ashokan. Only schools from the Nassau County B.O.C.E.S. jurisdiction had a well organized funding arrangement wherein state money was used to finance the whole project. Parents paid nothing out of pocket. I made a number of visits to the Nassau County Director's office wherein I asked if he was trying to build a dynasty or would he be interested in helping our B.O.C.E.S. in Northern Westchester to establish similar financial arrangements for outdoor education. He eventually conceded and accepted my invitation to visit my school district.

A meeting involving the Nassau County B.O.C.E.S. Director, my superintendent, other administrators in the district and a representative from the

Northern Westchester B.O.C.E.S. was arranged. The result of this meeting was to establish the foundation for our B.O.C.E.S. to fund certain aspects of outdoor education.

It is important to note that I was neither directed nor expected to go this far in an attempt to make funding arrangements. However, as a result of my efforts a new position was established at B.O.C.E.S. and it takes its place among the other administrative services.

In an obscure memorandum to "Participating Schools in the Outdoor Education Program", on the subject of financing procedures for aidable outdoor education activities B.O.C.E.S. describes, among other things, those aspects of a resident outdoor education program that are aidable. Through this service a given year's expenditures are paid by local school boards, but up to 60% of the cost is returned in what is called B.O.C.E.S. aid to be spent in the following year. The aidable aspects applicable to this project are as follows.

1. Bus charges or rentals.
2. Room of students and teachers.
3. Remuneration of professional staff (stipend for services beyond those normally required in regular school day).
4. Remuneration for consultant teacher services providing regular teachers are not remunerated for resident service.
5. Reimbursement of professional staff for personal expenses incurred during involvement in resident program - (travel, instructional materials, etc.).

With these aidable aspects in hand I reviewed the actual cost breakdown of a week at Ashokan. Listed in Table 1 is the cost analysis for one week.

Table 1

ONE WEEK AT ASHOKAN		
ROOM AND BOARD AND EDUCATIONAL PROGRAM COSTS		
Room & Board	72 Students x $43.00	$3,090.00
Staff R & B	3 Teachers x 43.00	129.00
Supplies		216.00
Evening Programs		265.00
Ashokan Campus Staff		1,350.00
	TOTAL	$5,056.00

Costs to the district not included in the above, but taken into consideration by the school board are found in Table 2.

Table 2

ONE WEEK AT ASHOKAN		
DISTRICT STAFF STIPEND AND TRANSPORTATION COSTS		
Staff Stipend	3 Teachers x $30.00	360.00
Buses	3 District Owned With Drivers	400.00
Total cost payable to district employees		$760.00

The total cost of the project amounts to $5,816.00 payable to Ashokan for one week. Since three weeks are needed to send all 5th graders to Ashokan the above figure is multiplied by three resulting in an overall cost of $17,448.00. Certain other financial factors such as district staff salaries and benefits are here ignored since those costs would still be incurred if the Ashokan project were not undertaken.

Hence, when the B.O.C.E.S. criteria for aid is applied to the above expenses we find the following to be true. First, B.O.C.E.S. aid can be as high as 60% of the aidable aspects in the program. Since the Ashokan people will not separate room and board in their billing we have opted to leave this category alone because "Room" is the only part covered in the aid package.

The rationale for this is based upon the fact that parents would not offer strenuous objection to paying for food and lodging since their children would need to eat wherever they are and they certainly need a place to sleep. The problem with getting the board to consider paying the room and board cost is that although it is reimbursed up to 60% of that cost it must make an initial outlay of 100%. That is, the reimbursement will come in the following year as a credit toward maintenance of the program. At any rate, parents were asked to assume the room and board cost and they accepted this portion of the responsibility without questioning its validity.

All of the remaining costs, then, would be covered by the school district and be aidable through the B.O.C.E.S. mechanism. Therefore, using the previously described figures for one week at Ashokan we find that parents pay $3,090.00 while the district pays $2,726.00. However, the district's percentage of aid is 54% thus it would realize a return of $1,472.00 on its expenditure. The total real cost to the district is reduced to $1,254.00. This factor would provide a very persuasive argument with the school board.

On the other hand, the $43.00 per child Room and Board cost still presented a problem. This figure is in excess of the $35.00 maximum goal which was arbitrarily arrived at. In this area each school's parent-teacher organization seemed to be the best source for assistance. Through its fund raising mechanisms the P.T.O. could establish a special fund for R.O.E. which would serve dual purposes. The bulk of the P.T.O.'s fund would go toward reducing the per child room and board figure. For example, if 60 fifth graders at Furnace Woods are to have their R & B costs reduced by ten dollars, the fund would hold $600.00 aside for that purpose.

A second purpose to be served by the P.T.O. fund is to provide assistance to children wanting to go, but whose parents can't afford the cost. A specific stipulation is that no child shall be deprived of this experience on the basis of not being able to afford the price. Hence, the fund would need a balance above and beyond the previously stated $600.00. However, if this smaller contigency fund is not exhausted the balance would be applied to the R & B fund to reduce the cost even further.

The funding arrangements for this project, then, are simplified in Table 3.

Table 3

FUNDING ARRANGEMENTS FOR ONE WEEK AT ASHOKAN

DESCRIPTION	AMOUNT	PARENTS	DISTRICT	P.T.O.
Room & Board ea.	$43.00	$35.00	0	$10.00
District Teachers R & B	43.00		43.00	
Students' Supplies	216.00		216.00	
Evening Programs	265.00		265.00	
Ashokan Staff	1,350.00		1,350.00	
Transportation	400.00		400.00	
Staff Stipend	30.00		30.00	

2. Promoting the Concept of R.O.E.

With a reasonable funding plan worked out the next major task in the execution of this practicum was to present the facts to the superintendent, and with his approval to meet with the elementary principals to present the project. This latter task proved to be most difficult and is the substance of what this practicum is really about.

The other schools having had the experience of a "camping" program at a nearby facility were discussing their reservations over the value of such a project. The camping project involved approximately 200 youngsters

and 15 professional staff. Their intent was to duplicate the overall goals and objectives of the Ashokan project by having district teachers develop lessons in the various environmental education areas. These included such plans as nature walks, field and forest ecology, geology and a number of other worthwhile experiences for youngsters. In addition, heavy emphasis was placed on the recreational aspects of the outdoors and consequently much of their time was spent in just plain, healthy fun.

It was apparent that the two terms "Camping" and "Residential Outdoor Education" were being confused and erroneously used interchangeably. That is, given a suburban or rural location much of what is taught in a camping experience, with the exception of the overnight stay, may be accomplished in the backyard of the school. On the other hand, the residential outdoor education program as described herein has specific objectives relating the Ashokan project with our fifth grade social studies, science and health curricula. The site in this case is extremely important and thus differentiates it from what is commonly called "camping." However, the objectives of a camping experience are incorporated in most resident outdoor education projects and the Ashokan trip is no exception.

The first group to be approached on this project were the elementary principals. Although they saw the value in the Ashokan program over what they had done in the previous year they felt the cost to be too great a disadvantage. At least one member of the group felt that camping had no place in the schools. That it is an activity to be done by families and/or scouting groups. This principal had to be educated on the differences between camping and R.O.E. He had to be taught the reasons why Ashokan or a similar site with its built-in programs is quite different than a beautiful setting near a lake with plenty of surrounding flora and fauna.

In either case the setting can be breathtaking and beautiful, but at Ashokan the kids are plugged into a program relating to what they've been doing back in the classroom.

Eventually, the one dissenter relented and said "okay, I'm not going to let my personal opinions get in the way of my kids having some fun."

The financial arrangements were discussed and the principals accepted the responsibilities involved in getting the necessary support from their respective P.T.O.'s. One argument presented in the discussion of financial arrangements centered on the P.T.O.'s involvement as a fund raising agency. This activity is considered the same as collecting taxes and may be thought of as an insidious way of getting more money out of the people. After all if R.O.E. is to be one of the district's mandated programs how can we continue to build annual budgets without including substantial amounts of money to cover the room and board of youngsters. This appears to be, it was argued, one of those hidden costs where parents are taxed without true recourse. That is, even though they have the option of saying no to the project their child is then left at school without the benefit of service from his teacher and may well be ostracized by his classmates for not going. At the very least the child will feel tremendous pressures to go with the class and he in turn will certainly plead with his parents to allow him to go. This kind of emotional "blackmail" forces the parent to support all fund raising events and they are further obliged to pay for the child's room and board in whatever amount they are told to submit.

This point was perhaps overstated, but in concept all agreed that parents supporting fund raising events in order to reduce the cost of sending their children to Ashokan were, in effect, paying the full price anyway.

In fact, depending upon the generosity of the spender, some parents probably spent more than they would have had they simply paid the original $43.00 per child cost. However, it was agreed to by all, that this was a necessary part of the financial arrangements because a fund needed to be established for children wanting to go but whose parents couldn't afford the price. Hence, although there was strenuous objection to this fund raising aspect all agreed that it was an apparently necessary evil.

In order to make the fund raising more palatable and less susceptible to criticism some relationship had to be drawn between it and the development, in children, of desirable attitudes. "Our kids," a parent said, "seem to have everything handed to them. Maybe we can give them a large share of the responsibility for paying their own way to Ashokan." This idea appealed to us and we pursued a number of routes to convey this message to all parents. Such events as "Country Fairs" wherein the kids accepted some of the responsibility for developing and manning game booths in addition to car washes, selling seeds, candy, pens and sweatshirts were promoted and carried out. The emphasis was and is on selling a service of some kind. Therefore, the latter activities, which are highly desirable in terms of raising funds are not as popular as the "Fair" and "car wash" ideas. Eventually, children began to offer their services to neighbors for a variety of purposes ranging from shovelling snow out of driveways to cleaning out cellars and garages.

3. The Elementary Principals

This district is probably similar to dozens of school districts across the nation with regard to the pride each principal holds for his/her school. Although the intensity of this feeling may be influenced by a number of factors most important among them is the element of professional ownership of the programs conducted in each building. There is a personal attachment,

somehow, to what goes on in an elementary school. The teachers and principals, aided and abetted by more than casually interested parents, take a dim view of "outsiders" entering their respective domaines and, in effect, tampering with their creation. This chauvinistic attitude toward any incursion by outside forces has been described as school spirit, professional pride, or some other excuse to keep people out. In old fashioned street language, simply stated it is, "stay offa my turf and ya won't get hurt."

Building autonomy at the elementary level in this district, as in others, is nurtured and made possible to exist by the concept of neighborhood schools. Parents send their children to their school because they live close by and it is only logical to do so. Since the neighborhood school concept is alive and well there seems to be little percentage in attacking it for such altruistic purposes as to relieve racial and/or ethnic tensions by busing kids to other buildings in order to bring about better balance.

It can be argued that the neighborhood school is a vestige of the past developing out of the one room school house built by the parents; storekeeps, clerks, bankers, lawyers and doctors alike. This had an obvious effect on the feeling of ownership. Not only did the people furnish the money for materials, but they literally built the school with their own hands. With time communities got bigger and staffs grew commensurate with the growth of population. People had to be in charge of these new, more sophisticated institutions of learning and, hence, the principal teacher concept was born. The primary function of this head of a school was to carry out the wishes, desires and demands of the community that hired him.

Schools, communities and education in general have changed beyond recognition since those "old days," but the principalship struggles to remain unchanged. The historical flow of change seems to indicate that if the

neighborhood characteristic of the elementary school is to be changed, the elementary principal must assess his role and modify it in concert with the prevailing mood of the times.

The subject of residential outdoor education was placed before the elementary principals, but the real test was not to sell R.O.E. as a concept. The challenge was to breach the feelings of autonomy harbored by each principal. In essence each principal had to be made to feel that he owned the program. Hence, in this first attempt the three principals developed their own R.O.E. program and together they brought groups of fifth graders to a camp, but not to Ashokan. However, this was good enough to save the Furnace Woods Ashokan project.

Subsequently, I was appointed outdoor education coordinator for the district and I took my place on the B.O.C.E.S. Outdoor Education Council, a regionally based organization with representation from 19 school districts. The council meets to coordinate regional efforts in outdoor educational programs. This unit was organized after the Nassau County B.O.C.E.S.' Director's visit to my school district and is directly attributable to my singular effort to bring R.O.E. to Northern Westchester.

In the second year of our district's R.O.E. program, fifth grade teachers and parents from the other schools began to exert a great deal of pressure on the principals to have their classes go to Ashokan. In this way the district's Ashokan project was started and the task of coordinating the program was mine.

THE ELEMENTARY PRINCIPAL'S ROLE EXTENDED

Although delivery of a residential outdoor education program was a highly complex task the difficulty was compounded by a lack of district organization for coordinating the project. The lack of coordination was

brought about by the early retirement of our district Director of Elementary Education and the board's decision to abolish that position. Hence, four elementary schools were literally cast adrift with little, or no, coordination at the district level. What coordination there was came from the superintendent's office in the form of pressure rather than clearly defined district policies.

This condition existed for a period of two years resulting in each elementary school becoming even more autonomous. That is, without the influence of a director to coordinate program planning and implementation the schools' staffs simply went ahead and independently developed their own curricula. This produced four separate and distinct elementary school programs feeding into a common middle school. Although the other principals were concerned about this state of affairs they did not share my view that we (principals) should accept the burden of coordinating our programs. The more popular opinion among the administrators was to use whatever collective influence we could muster to pressure the school board into hiring a director of elementary education. This attempt never gathered much force and the board held fast to its decision not to fill the position.

In the midst of all this activity the middle school staff began to voice its criticism of the chaos existing at the elementary level. Incoming sixth graders from the four schools had virtually no common background in the basic skill areas. Planning the sixth grade program became an impossible task and their criticisms took the form of pleas for coordination at the elementary level.

In this context I began to develop the new model for the role of elementary principal advanced in this practicum. The model is based upon the realities existing in my school district, but is applicable to all school districts desiring the following.

1. To expand the productive role of elementary principals.

2. To produce a coordinated elementary program where several schools feed into one middle school.

3. To produce a core of administrators with a district orientation, but who have specific building duties and functions.

4. To eliminate the need for two separate administrative organizations in the area of curriculum, one at the building level, the second at the district level.

5. To reduce the negative (there are some positive aspects) impact of autonomy on program development at the elementary level. e.g. one school's program superior or inferior to others.

An analysis of the administrative structure used by virtually all school districts in Westchester and Putnam counties derives the following generalized model.

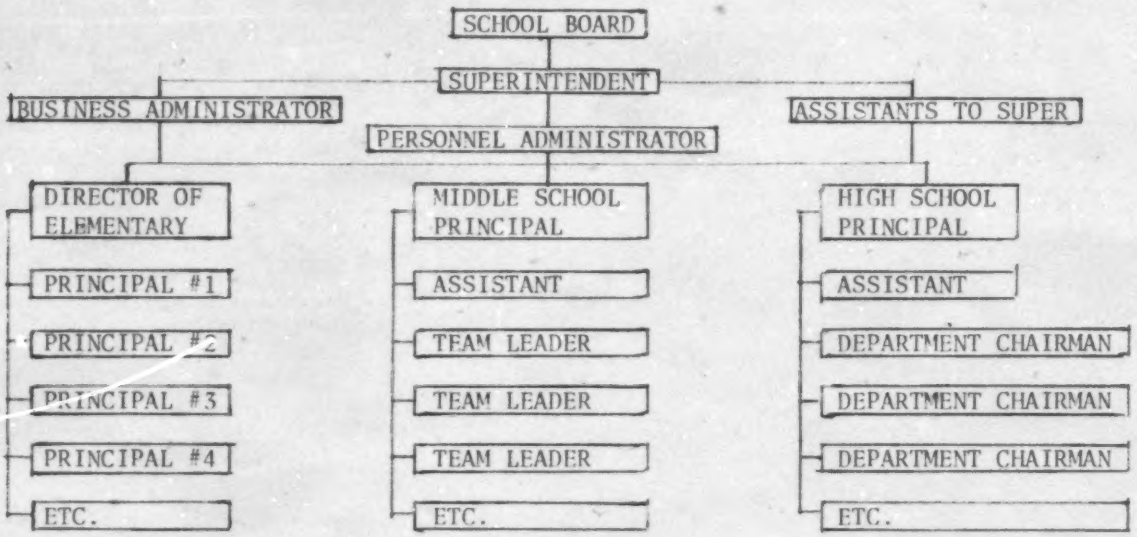

Fig. 1. Generalized model of Administrative Structure used in Northern Westchester and Putnam Counties.

Further, an analysis of administrative salaries in this same region indicates that most school boards would probably be disposed to listen to any argument which would relieve them of the "top heavy" label. For example, the elementary director is a district level position with responsibilities in the same scope as middle and high school principals, hence, his salary is in the same range. However, while team leaders and department chairmen generally get stipends for their duties, elementary principals, on the other hand, enjoy salaries commensurate with those of director and secondary principals. Thus a disproportionate amount of funds are expended for administrative costs at the elementary level. This kind of pressure will surely result in the loss of administrative positions over time.

As with our district director of elementary education, school boards will simply eliminate positions by attrition. After all, by eliminating the director they've put elementary in balance with the two secondary levels each containing four administrative positions. These positions will be dropped not because they are unnecessary, but because economies must be struck in order to keep budgets within reasonable levels under present methods of school financing.

This will probably result in a period of chaotic reorganization for most school districts because tenured administrators have the double security of negotiated contracts which will enable them to maintain their positions. In most contracts, too, redefining a principal's role by the school board is guarded against with protective language in the agreement. That is, contracts are written in such a way that any substantive change in a principal's role would be a grievable offense. This would be especially true if the change were one with which the principal does not agree.

On the other hand, administrative reorganization could be done in orderly fashion if the principals themselves developed the plan and proposed the implementation strategies. The rationale for this is based upon two fundamental realities. First, school boards seem to look to reducing the administrative staff when economies must be made in the budget. Second, chaos in the administrative organization of a district will have a debilitating affect upon programs. In other words, if the principal's morale is low, chances are his depression will spread to the teachers and through them to the kids.

Obviously, administrative reorganization in a school district could take a variety of forms. The one advanced in this practicum is meant to satisfy the needs specified earlier. That is, the need for coordination at the elementary level as well as a means to expand the role of the elementary principal to a district wide orientation thus eliminating the need for assistants to the superintendent in the area of curriculum.

This model presupposes that someone must fulfill the administrative function of coordinating programs in the various areas of learning. It further presumes that under current models elementary principals, or, directors of elementary education for that matter, must become expert in all aspects of curriculum development operative within their area of authority. This new model suggests that elementary principals may specialize in specific areas of learning. The group of elementary principals in a district would, then, divide the task among themselves according to their various strengths. For example, four principals could divide the elementary curriculum into four parts each taking responsibility for one. The four parts could be:

1. Reading and Language arts
2. Arithmetic and higher mathematics

3. Science and Health (human growth and development)
4. Social studies and Geography

If other principals are available this list could include specialization in special services such as art, music, and physical education. Still further specialization could be extended to special education services such as learning disabilities and programs for the gifted. The list can be as varied or as specific as the group wants to make it, after all each principal has to have some background in all these areas in order to fulfill his responsibilities within his own building. A persuasive argument in support of this model is that a principal may specialize rather than spreading himself so thin that he fails to do an equal job of coordinating all areas in his own building.

In this new model district wide orientation applies to curriculum development and coordination. All other duties of the building principal are still his sole responsibility. For example, developing the building budget, staff management, supervision and evaluation are his administrative responsibilities. However, the principal now sanctions the presence of other principals in his building who are there for the purpose of developing and coordinating specific areas of learning. Although the principal is held accountable for the total program conducted in his building he relies on his colleagues (and they rely on him) to share the load. The familiar saying "One hand washes the other" becomes a practical and reasonable way to conduct business. The beneficiaries of this process are the kids, teachers, and the whole school community.

In addition to having the obvious advantages of better coordinated programs the elementary principal will now enjoy a broader based status. He is now a person with district wide visibility and importance. The school

board and superintendent are also benefitting from this new emergence of the elementary principal. That is, the principal's awareness of the problems involved in district wide program development will relieve pressure on the district office by not having to contend so much with individual school staffs and communities aligning themselves behind the principal who is making demands for the betterment of his own school. Conversely the principal, working within this new model, makes demands for program improvement, but on a district wide basis. For example, the principal who is coordinator of the math program argues for improvements which will effect all elementary schools, not just his own. Furthermore, the four principals, having established a sound working relationship, could probably resolve many problems among themselves by simply deciding where to place priorities for budget dollars. Of course, this would depend a great deal on the procedures used for constructing the annual budget, but inputs derived under this new model will eliminate the traditional hassles connected with individuals getting all they can for their own building. Some of this will still exist, but peer pressures will go a long way toward eliminating the problem.

Figure 2 depicts the model as envisioned by the writer and is essentially the model advanced in the R.O.E. project described earlier in this report. That is, as manager-coordinator of the R.O.E. project I became a district oriented administrator with the specific responsibility of coordinating the program. Although the R.O.E. project is a highly specialized effort it serves to show that the model can work if all the principals agree to go along. The difficulties encountered in the R.O.E. project would probably not exist in a district where the model is installed after long and careful discussion among the elementary principals involved. A crucial element for successful implementation is a set of clearly defined guidelines which specifical-

ly delineates each person's responsibilities. That is, in order to reduce the confusion among teachers and administrators, caused by the activities of principals entering the various buildings for the purpose of program coordination everyone must understand what the arrangements are.

A sample set of guidelines are offered here, but with the understanding that these are not all inclusive nor are they meant to be applied to the universe of school districts. Those wishing to experiment with this model must go through the laborious task themselves of developing guidelines for action which are designed to meet their own needs within their situation.

GUIDELINES

1. Each elementary principal must assume responsibility for district wide coordination of a specific area of learning.
2. Building principals sanction the presence of other principals (manager-coordinators) in their buildings.
3. Although the manager-coordinator's presence is sanctioned he has no administrative authority in the other buildings.
4. Teachers are asked to cooperate with the manager-coordinators.
5. Individual building staffs may not develop programs in the various areas of learning independent of district wide considerations.
6. Principals submit frequent progress reports to one another describing efforts in each of the areas of learning. This could be done in written reports or distribution of minutes kept on all meetings conducted by manager-coordinators, or in discussion at frequently held principal's meetings, or a combination of these.
7. Principals aid one another in the development of priority needs for each of the areas of learning.

8. A district evaluation design acceptable to the principals and teachers is developed and implemented.
9. Manager-coordinators link their efforts with appropriate secondary school efforts in the various areas of learning.
10. Manager-coordinators do not have responsibility in the area of staff evaluation. This is a specific responsibility of the building principal.

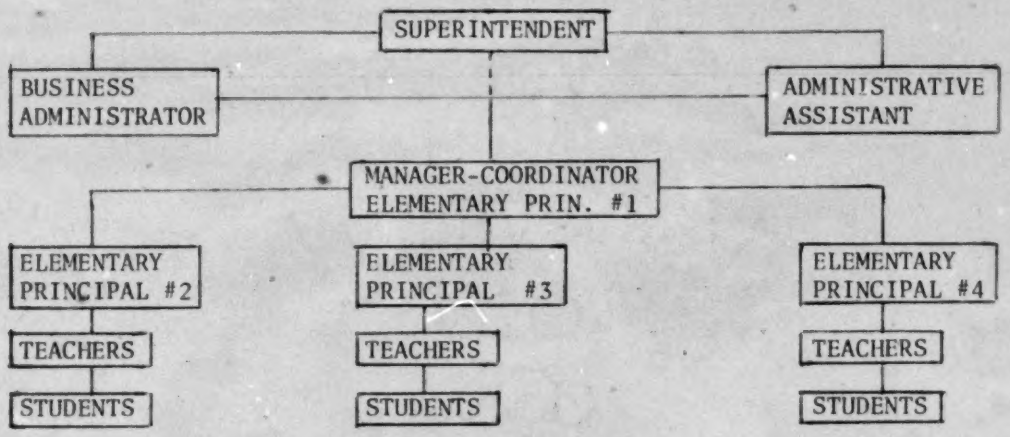

Fig. 2. New model for role of the elementary principal.

With a set of guidelines established and a clear acceptance of the additional responsibilities inherent in this new role elementary principals are now ready to implement the model. Using Figure 2 as our basic structure the applied model is depicted in Figure 3.

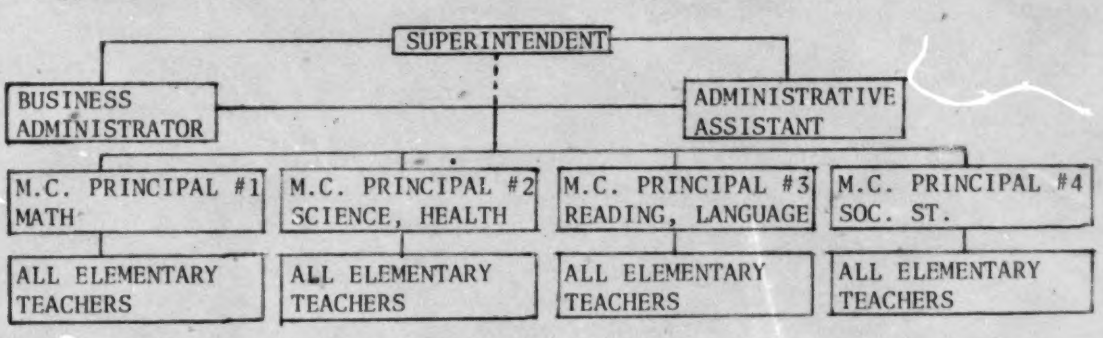

Fig. 3. New model for the role of the elementary principal is shown with each principal's specialization applied.

Figure 3 shows a number of the areas of learning are now coordinated district wide. Each manager-coordinator is linked to his colleagues and in turn the group is linked to appropriate district office personnel. The dotted line to the superintendent is there to indicate direct access to his office and from there to the school board if the subject under consideration warrants such action.

The impact of this model on the status of elementary principals in the district structure is shown in Figure 4. Elementary principals are now on the same line as the middle and high school principals. This is quite different than the elementary principal's status as depicted in Figure 1, page 15 of this report.

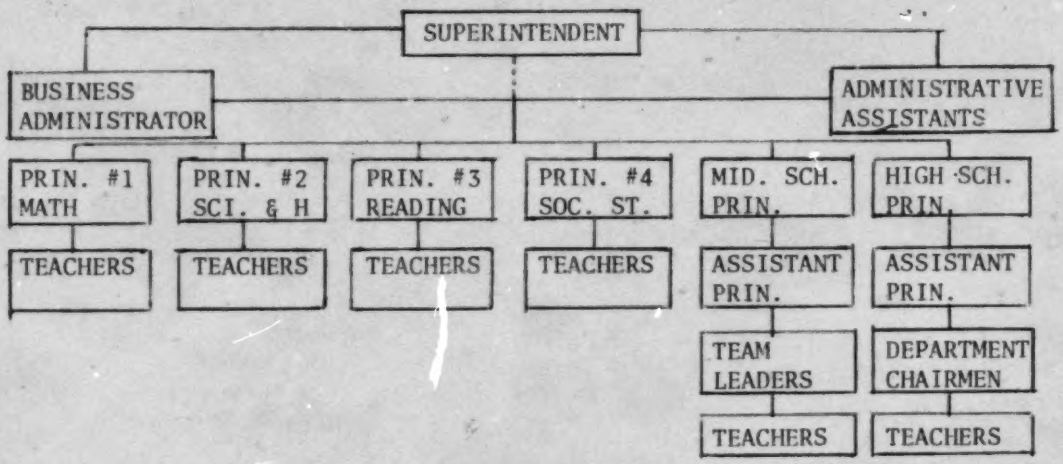

Fig. 4. Impact of the new model on the status of elementary principals in the district administrative structure.

It should be noted, as indicated in Figure 4, that there is more direct access between teachers and principals at the elementary level than there is at the secondary levels. However, to make this model more efficient at the elementary level and to spread the work over more people while reducing the effort needed from each individual teacher, a representative structure can be established. That is, representatives can be selected from

each school for each area of learning thus establishing a working committee for the manager-coordinators to deal with.

Hence, Figure 5 shows the natural expansion of the original model to one which incorporates the elements of efficiency and ease of operation.

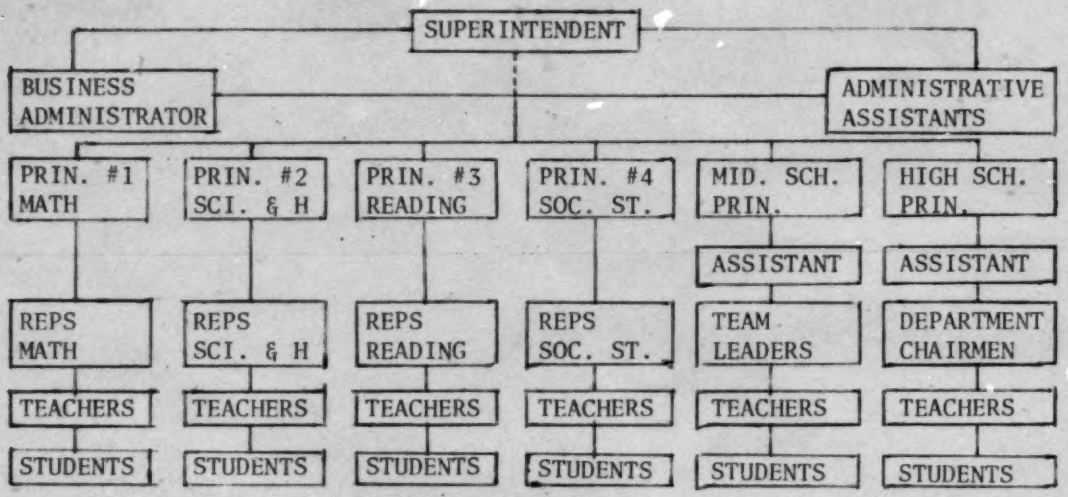

Fig. 5. New model expanded to incorporate elements of efficiency and ease of operation.

Absent from this model are program elements involving special education programs. However, any of the above elementary principals could assume one or more of these areas in addition to those listed on the chart. Principal "#1", for example, may in addition to math, take music as a second area for district wide coordination. Principal "#2" could take art and "#3" could assume responsibility for physical education while "#4" coordinates efforts in special education programs.

PRESENTATION OF MODEL

With the R.O.E. project established in our district its importance as an example, or test, of the viability of the new model is apparent. Hence, the model was presented to the other five building principals. These included three elementary, one middle and one high school principals. No attempt was made in this presentation to persuade the group to accept or re-

ject the model. The intent was merely to expose them to this new concept and relate it to my role in coordinating the Ashokan project. After the presentation there was some discussion wherein questions relating to the mechanical aspects of the model were asked. For example, "Don't you think the elementary principal's job will become overburdened with these new responsibilities?"

In answering this question I stated that if the elementary principalship is to be saved from complete destruction we will find the time necessary to perform the new role. This new model does not add work so much as it redistributes it for more effectiveness. After all, much of what we do now in occupying our time could probably be effectively done by a competent secretary. We must learn to delegate more responsibilities to people in our charge and place priority emphasis on the business of managing our respective schools and supervising instruction. I attach most importance to this question because it relates specifically to the current interpretation of the elementary principal's role and I welcomed the opportunity to discuss it in the context of the new model.

Another question related to the once used high school department chairmen as curriculum coordinators at the elementary level. This concept seemed to raise the spectre of a form of inter-service rivalry wherein high school teachers, officially recognized as "superior intellects," were given the sanction to go into the elementary schools and coordinate the program. Some of these coordinators were apparently more arrogant than others or perhaps they were not arrogant enough to do an effective job. At any rate, the concept failed to produce the desired results and one of the reasons had to be related to the feeling on the part of the elementary staff that high school teachers were simply not the appropriate people to do the job.

On the other hand, elementary principals are aware of all aspects of the program and are sensitive to the needs of the teachers and children. In addition, these are people who have probably "risen" out of the elementary classroom into administrative positions. The reason for their appointment, aside from being certified, is that they probably achieved great success and status as classroom teachers and were, in effect, rewarded for their obvious leadership qualities by being appointed to administrative positions. Failure to exploit those qualities in the area of curriculum is tantamount to some reprehensible act, such as building a seaworthy ship and leaving it in dry dock forever.

At the conclusion of the presentation the administrators were asked to complete a questionnaire (appendix A). What follows is an analysis of their response.

Analysis of Administrators' Response to Questionnaire

The questionnaire entitled the "Ashokan Project" was designed to assess the opinion of administrators in two major categories.

1. Their opinion of the relationship of the Ashokan Project to the district's fifth grade curricula.
2. Their opinion relating to the elementary principals assuming district wide duties in coordinating programs.

A third category assesses their opinion relating to building autonomy.

The format for this questionnaire is derived from the Handbook of Organization Development In Schools, by Richard A. Schmuck, Philip J. Runkel and others, National Press Books, Oregon, (C. 1972) Pp. 436.

Respondents numbered six which represents 100% of the building principals in our district. Hence, conclusions drawn herein apply specifically to one district and no attempt is made to generalize to the universe of all schools.

The questionnaire asks that the persons respond on a scale from one to five, "strongly agree," to "strongly disagree," respectively, to twelve items. The following table displays the actual responses of the administrators.

TABLE 4

ITEM ANALYSIS
THE ASHOKAN PROJECT
QUESTIONNAIRE

ITEM		1	2	3	4	5	6	7	8	9	10	11	12
Respondent	A	2	2	5	2	1	1	1	4	2	1	4	1
	B	1	4	5	3	2	1	1	3	4	4	4	2
	C	3	1	5	1	1	1	1	5	5	5	5	1
	D	1	1	5	2	2	1	1	5	2	5	5	1
	E	2	1	5	3	2	3	4	2	3	4	4	1
	F	3	3	5	3	2	2	2	4	4	4	4	1

The actual questionnaires filled in by the respondents are found in appendix B.

Item 1

> The Ashokan project is directly related to the fifth grade curriculum.

The six respondents split into three groups on this item. Two circled "1" strongly agree, two circled "2" moderately agree, two circled "3" undecided. This response is considered positive because no one stated a clear disagreement with the statement. Hence, the principals feel the Ashokan project is directly related to the fifth grade curriculum.

Item 2

> The Ashokan project simply represents one of many ways to teach some of the concepts in the fifth grade social studies and science curricula.

The response for this item shows that three principals strongly agree with the statement, one shows moderate agreement, one is undecided and another moderately disagrees with the statement. The specific intent

of this item was to assess opinion regarding the uniqueness of the Ashokan project in meeting curricular goals. With four of the six principals stating strong or moderate agreement with the statement the result is interpreted to mean that there are other ways to meet the objectives specified for this project.

Item 3

> The Ashokan project is not an appropriate activity for public school youngsters on regular school time.

This was the only item on which the principals expressed unanimous opinion. All respondents circled "5" strongly disagree. This means that all principals feel that this project is an appropriate activity for public school youngsters on regular school time.

Item 4

> The four night sleep away from home experience at Ashokan is an integral part of the curriculum.

Three principals circled the undecided response, two expressed moderate agreement and one strongly agrees with the statement. The general response to this item suggests that the overnight stay at an environmental education center is, in the view of three respondents, of questionable value. The other three registered moderate to strong agreement, but, at best, this result can only be interpreted to mean that a clearer description of purpose is needed. That is, what are the objectives to be met at a sleep away camp for four nights?

Item 5

> Teachers should become more involved in district oriented activity.

Four principals moderately agreed and two strongly agreed with the statement. This is interpreted as a very clear sanction for teachers to become more involved in district wide projects.

Item 6

> It is appropriate for one principal to coordinate and expedite a district wide project involving students and teachers from all elementary schools.

Four principals stated strong agreement, one expressed moderate agreement and one was undecided. This response is interpreted to mean that this group accepts, in general, the concept of a district wide orientation for building principals in special projects.

Item 7

> We should sanction the effort of one principal working in each school on a specific area of learning.

Four principals expressed strong agreement, one moderately agreed and one moderately disagreed with this statement. Again, the majority of principals have expressed a positive view toward sanctioning the efforts of one principal in all schools for the purpose of curriculum coordination.

Item 8

> Each elementary principal should not specialize in a specific area of learning (math, reading, social studies, etc.) and coordinate it district wide.

This item expresses negatively, but with greater specificity, the same concept stated in item seven. The response here was two strongly disagree, two moderately disagree, one is undecided and one expresses moderate agreement with the statement. Hence, when asked to respond to a more specific role identity the principals were less disposed to a strong commitment for the concept. However four of the six principals express a positive response for the concept of district wide orientation in curriculum management and coordination.

Item 9

> The type of organization described above represents an encroachment into each school's autonomy.

This item is the first of a series on school autonomy and the response is, as expected confusing. One declared strong disagreement, two moderately disagreed, one was undecided and two expressed moderate agreement with the statement. No definite conclusion can be drawn from this array of responses except perhaps to say that further discussion is needed.

Item 10

> The school's autonomy is too important for this type of organization to be feasible.

The response here was much clearer. Two strongly disagree, three moderately disagree and one strongly agrees with the statement. Hence, this is interpreted to mean that school autonomy is not necessarily the question in the eyes of five out of six principals. This indicates very fertile ground for further study.

Item 11

> The dictionary definition of autonomous - "Independent in government; self governing; Without outside control." applies to the way your school is run.

Two strongly agreed and four moderately agreed with this statement. Hence, we may conclude that autonomy is something of a myth, but this response doesn't get into what the concerns of principals are. In our discussion the common theme is the ever present and constant movement of contract negotiations between the teachers and the board where the union has made alarming gains toward depleting middle management of its administrative prerogatives.

Item 12

> Schools should not exist independently; responding, or reacting, independent of the whole.

Five principals expressed strong agreement and one showed moderate

agreement with this statement. This is interpreted to mean that the principals understand that schools simply cannot be independent organisms. That each school is a part, or member of a greater whole.

SUMMARY

This practicum describes implementation of a residential outdoor education (R.O.E.) program for all fifth graders in a school district. The problems to be resolved are financial arrangements and the logistics involved in getting over 200 youngsters and teachers to the camp and back safely. Factors complicating this effort relate to aspects of building autonomy and the encroachment by one school's staff into the program of other schools in the district.

This conflict resulted in the writer advancing a new model for the role of the elementary school principal. The R.O.E. project is used as an example of how the new model can work.

A questionnaire was administered to the principals in this district. The major categories assessed on this questionnaire are:

1. The opinions of administrators regarding the relationship of the Ashokan project to the district's fifth grade curricula.

2. Same group's opinions relating to elementary principals assuming district wide duties in coordinating programs.

A third category assesses their opinions relating to building autonomy.

CONCLUSIONS

The R.O.E. project described in this report serves as the vehicle for advancement of a new concept in the administrative organization of a school district. Specific emphasis is placed on the role of the elementary school principal. It is proposed that the elementary administrators' role

be expanded to a district wide orientation in the area of curriculum management and coordination. That is, each principal assumes a specific curricular responsibility and coordinates efforts on a district wide basis.

The experience derived from this practicum has led to the following conclusions.

1. The elementary principalship in some ways is an obstacle to better coordination of elementary programs.
2. Administrative costs for managing the elementary schools in a district are disproportionate when compared to administrative costs at the secondary level. That is, in terms of sheer number of administrators.
3. The elementary principal's line of responsibility is restricted to one school serving one segment of the community.
4. Because of this neighborhood characteristic of the elementary school, decisions relating to broadly based programs having impact on district oriented secondary schools must be made at the district level.
5. This results in a deterioration of administrative prerogatives, or, in the necessity for elementary principals to expand their view of their role.
6. In order to maintain the positive aspects of neighborhood schools, but still produce coordinated programs at the elementary level, principals need only change their view of the role.
7. The elementary principals' status is elevated to a line of responsibility in the district's administrative structure commensurate with that of secondary school administrators, when his role is expanded to a district wide orientation in curriculum.

These conclusions are derived specifically from this writer's involvement in the development of the practicum and through a creative intuition of what is needed to improve the processes of program development and delivery in his school district. Of greater importance to the education community at large are the questions posed regarding the role of the elementary principal and its relationship to forces that are destructive to proper management and coordination of a district's total program. That is, does the elementary principal get in the way of proper management and coordination of district wide programs?

The new model for the elementary principal's role advanced in this practicum is simply one option, an alternative to the traditional role assumed by these administrators. Through similar efforts others might succeed in creating better models.

The overriding point is, that principals should deal responsibly with this problem before district decision makers are completely swept away by the irresistible arguments of teachers union negotiators. That is, the elementary principal's position is the point of least resistance in the power struggles that develop in the bargaining process. Individual principals do not have the power base to effectively counter the erosion of administrative prerogatives we have experienced since the advent of the "Taylor Law" in New York State, and similar laws in other states.

To be sure, some of that erosion was inevitable and probably an improvement over the previous state of affairs. However, there does not appear to be an end in sight because the unions continue to ask for and win major concessions eroding the administrators' authority, but still holding him accountable. For example, in my experience I've seen the union win major gains in the area of personal leave. Contracts are written giving teachers

a total of sixty five legal absences per teacher within a school year. Although these are legal and compensable days the principal is somehow held accountable if his staff seems to be taking "unfair advantage" of the leave policy.

The leave policy example is one affecting all building principals within the jurisdiction of that contract and serves as just one point where principals have lost authority without a commensurate loss of accountability. Hence, it is time for principals to become more than innocent bystanders in the epic saga of negotiations. Through our own thoughtful appraisal of a district's needs we should restructure our own role and see to it that negotiators do not bargain it away.

APPENDIX A

QUESTIONNAIRE

THE ASHOKAN PROJECT

Strongly Agree	Moderately Agree	Undecided	Moderately Disagree	Strongly Disagree
1	2	3	4	5

Beneath each of the following statements, circle the number corresponding to the scale above which most closely relates to your opinion.

1. The Ashokan project is directly related to the 5th grade curriculum.

   1 2 3 4 5

2. The Ashokan project simply represents one of many ways to teach some of the concepts in the 5th grade social studies and science curricula.

   1 2 3 4 5

3. The Ashokan project is not an appropriate activity for public school youngsters on regular school time.

   1 2 3 4 5

4. The four night sleep away from home experience at Ashokan is an integral part of the curriculum.

   1 2 3 4 5

5. Teachers should become more involved in district oriented activity.

   1 2 3 4 5

6. It is appropriate for one principal to coordinate and expedite a district wide project involving students and teachers from all the elementary schools.

   1 2 3 4 5

7. We should sanction the effort of one principal working in each school on a specific area of learning.

   1 2 3 4 5

ASHOKAN QUESTIONNAIRE (Con't)

8. Each elementary principal should not specialize in a specific area of learning (math, reading, social studies, etc.) and coordinate it district wide.

1 2 3 4 5

9. The type of organization described above represents an encroachment into each school's autonomy.

1 2 3 4 5

10. The school's autonomy is too important for this type of organization to be feasible.

1 2 3 4 5

11. The dictionary definition of autonomous - "Independent in government; self governing; without outside control." - applies to the way your school is run.

1 2 3 4 5

12. Schools should not exist independently; responding, or reacting, independent of the whole.

1 2 3 4 5

APPENDIX B

QUESTIONNAIRE

THE ASHOKAN PROJECT

Strongly Agree	Moderately Agree	Undecided	Moderately Disagree	Strongly Disagree
1	2	3	4	5

Beneath each of the following statements, circle the number corresponding to the scale above which most closely relates to your opinion.

1. The Ashokan project is directly related to the 5th grade curriculum.

   1 (2) 3 4 5

2. The Ashokan project simply represents one of many ways to teach some of the concepts in the 5th grade social studies and science curricula.

   1 (2) 3 4 5

3. The Ashokan project is not an appropriate activity for public school youngsters on regular school time.

   1 2 3 4 (5)

4. The four night sleep away from home experience at Ashokan is an integral part of the curriculum.

   1 (2) 3 4 5

5. Teachers should become more involved in district oriented activity.

   (1) 2 3 4 5

6. It is appropriate for one principal to coordinate and expedite a district wide project involving students and teachers from all the elementary schools.

   (1) 2 3 4 5

7. We should sanction the effort of one principal working in each school on a specific area of learning.

   (1) 2 3 4 5

ASHOKAN QUESTIONNAIRE (Con't)

8. Each elementary principal should not specialize in a specific area of learning (math, reading, social studies, etc.) and coordinate it district wide.

1 2 3 (4) 5

9. The type of organization described above represents an encroachment into each school's autonomy.

1 (2) 3 4 5

10. The school's autonomy is too important for this type of organization to be feasible.

(1) 2 3 4 5

11. The dictionary definition of autonomous - "Independent in government: self governing; without outside control." - applies to the way your school is run.

1 2 3 (4) 5

12. Schools should not exist independently: responding, or reacting, independent of the whole.

(1) 2 3 4 5

(B)

QUESTIONNAIRE

THE ASHOKAN PROJECT

Strongly Agree	Moderately Agree	Undecided	Moderately Disagree	Strongly Disagree
1	2	3	4	5

Beneath each of the following statements, circle the number corresponding to the scale above which most closely relates to your opinion.

1. The Ashokan project is directly related to the 5th grade curriculum.

   (1) 2 3 4 5

2. The Ashokan project simply represents one of many ways to teach some of the concepts in the 5th grade social studies and science curricula.

   1 2 3 (4) 5

3. The Ashokan project is not an appropriate activity for public school youngsters on regular school time.

   1 2 3 4 (5)

4. The four night sleep away from home experience at Ashokan is an integral part of the curriculum.

   1 2 (3) 4 5

5. Teachers should become more involved in district oriented activity.

   1 (2) 3 4 5

6. It is appropriate for one principal to coordinate and expedite a district wide project involving students and teachers from all the elementary schools.

   (1) 2 3 4 5

7. We should sanction the effort of one principal working in each school on a specific area of learning.

   (1) 2 3 4 5

ASHOKAN QUESTIONNAIRE (Con't)

8. Each elementary principal should not specialize in a specific area of learning (math, reading, social studies, etc.) and coordinate it district wide.

1 2 (3) 4 5

9. The type of organization described above represents an encroachment into each school's autonomy.

1 2 3 (4) 5

10. The school's autonomy is too important for this type of organization to be feasible.

1 2 3 (4) 5

11. The dictionary definition of autonomous - "Independent in government: self governing; without outside control." - applies to the way your school is run.

1 2 3 (4) 5

12. Schools should not exist independently: responding, or reacting, independent of the whole.

1 (2) 3 4 5

(C)

QUESTIONNAIRE

THE ASHOKAN PROJECT

Strongly Agree	Moderately Agree	Undecided	Moderately Disagree	Strongly Disagree
1	2	3	4	5

Beneath each of the following statements, circle the number corresponding to the scale above which most closely relates to your opinion.

1. The Ashokan project is directly related to the 5th grade curriculum.

   1 2 (3) 4 5

2. The Ashokan project simply represents one of many ways to teach some of the concepts in the 5th grade social studies and science curricula.

   (1) 2 3 4 5

3. The Ashokan project is not an appropriate activity for public school youngsters on regular school time.

   1 2 3 4 (5)

4. The four night sleep away from home experience at Ashokan is an integral part of the curriculum.

   (1) 2 3 4 5

5. Teachers should become more involved in district oriented activity.

   (1) 2 3 4 5

6. It is appropriate for one principal to coordinate and expedite a district wide project involving students and teachers from all the elementary schools.

   (1) 2 3 4 5

7. We should sanction the effort of one principal working in each school on a specific area of learning.

   (1) 2 3 4 5

ASHOKAN QUESTIONNAIRE (Con't)

8. Each elementary principal should not specialize in a specific area of learning (math, reading, social studies, etc.) and coordinate it district wide.

1 2 3 4 (5)

9. The type of organization described above represents an encroachment into each school's autonomy.

1 2 3 4 (5)

10. The school's autonomy is too important for this type of organization to be feasible.

1 2 3 4 (5)

11. The dictionary definition of autonomous - "Independent in government: self governing; without outside control." - applies to the way your school is run.

1 2 3 4 (5)

12. Schools should not exist independently: responding, or reacting, independent of the whole.

(1) 2 3 4 5

(D)

QUESTIONNAIRE

THE ASHOKAN PROJECT

Strongly Agree	Moderately Agree	Undecided	Moderately Disagree	Strongly Disagree
1	2	3	4	5

Beneath each of the following statements, circle the number corresponding to the scale above which most closely relates to your opinion.

1. The Ashokan project is directly related to the 5th grade curriculum.

(1) 2 3 4 5

2. The Ashokan project simply represents one of many ways to teach some of the concepts in the 5th grade social studies and science curricula.

(1) 2 3 4 5

3. The Ashokan project is not an appropriate activity for public school youngsters on regular school time.

1 2 3 4 (5)

4. The four night sleep away from home experience at Ashokan is an integral part of the curriculum.

1 (2) 3 4 5

5. Teachers should become more involved in district oriented activity.

1 (2) 3 4 5

6. It is appropriate for one principal to coordinate and expedite a district wide project involving students and teachers from all the elementary schools.

(1) 2 3 4 5

7. We should sanction the effort of one principal working in each school on a specific area of learning.

(1) 2 3 4 5

ASHOKAN QUESTIONNAIRE (Con't)

8. Each elementary principal should not specialize in a specific area of learning (math, reading, social studies, etc.) and coordinate it district wide.

1 2 3 4 (5)

9. The type of organization described above represents an encroachment into each school's autonomy.

1 (2) 3 4 5

10. The school's autonomy is too important for this type of organization to be feasible.

1 2 3 4 (5)

11. The dictionary definition of autonomous - "Independent in government: self governing; without outside control." - applies to the way your school is run.

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12. Schools should not exist independently: responding, or reacting, independent of the whole.

(1) 2 3 4 5

(E)

QUESTIONNAIRE

THE ASHOKAN PROJECT

Strongly Agree	Moderately Agree	Undecided	Moderately Disagree	Strongly Disagree
1	2	3	4	5

Beneath each of the following statements, circle the number corresponding to the scale above which most closely relates to your opinion

1. The Ashokan project is directly related to the 5th grade curriculum.

   1 (2) 3 4 5

2. The Ashokan project simply represents one of many ways to teach some of the concepts in the 5th grade social studies and science curricula.

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1 2 3 4 5

12. Schools should not exist independently: responding, or reacting, independent of the whole.

1 2 3 4 5

(F)

QUESTIONNAIRE

THE ASHOKAN PROJECT

Strongly Agree	Moderately Agree	Undecided	Moderately Disagree	Strongly Disagree
1	2	3	4	5

Beneath each of the following statements, circle the number corresponding to the scale above which most closely relates to your opinion.

1. The Ashokan project is directly related to the 5th grade curriculum.

   1 2 (3) 4 5

2. The Ashokan project simply represents one of many ways to teach some of the concepts in the 5th grade social studies and science curricula.

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(1) 2 3 4 5